

CHAPTER I

INTRODUCTION

A. Background of the Study

English is considered as international language in the world. In Indonesia, English is taught as a foreign language. English has been learned by the students since they were in the elementary school even the basic level of education. When students learn English, they will learn four skills of language. They are writing , speaking , reading and listening. Aside from those four skills, the study of English grammar is also considered as important aspect in learning English. These aspects are connected one another, especially grammar and writing. Students can not have a good writing skill if it is not supposed with good grammar.

Writing plays important rules in each mayor. In all subjects at school and college, the ability to express thoughts clearly is an essential basic for success. In science, writing is used to record the inventions or knowledge in systematic ways. In school and college the students must master writing for academic purpose as most of their task must be completed in written work such as writing report, essay, paper, writing task, project, article, thesis, dissertation, and exam answer. In short, writing skill is required in academic and science for theoretical reason.

It is absolutely the work of creating a writing task can produce some problems for students, particularly writing in a second language. Formulating new ideas can be difficult because it involves transforming or reworking information, which is much more complex than writing as telling. By putting together concepts and solving problems, the writer

engages in "a two-way interaction between continuously developing knowledge and continuously developing text" (Bereiter & Scardamalia, 1987, p. 12).

Error Analysis is "the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language" (Saville-Troike in Fauziati: 2009). The primary focus of EA is on learner errors and the evidence of how learner errors could provide an understanding of the underlying processes of second language acquisition.

It is generally agreed that writing is the most difficult skill to master for foreign language learners. This is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence and paragraph organization but also to turn such ideas into a readable text (Richard & Renandya in Fauziati: 2010)

The English writing skill is more difficult and complicated than other skills. It is because in doing writing the students need a good knowledge, good thinking process, good grammatical knowledge, and they have to produce words, sentence, paragraph became a text with a good grammar, punctuation and spelling and other aspects of language. When students have a good ability in grammar, they will do easily. Moreover, students should to integrate their knowledge of grammar in writing in order to make their writing is readable and understood.

As we know that although second language learners have learned grammar well, they still are not able to produce a good writing. Sometimes grammatical and structural mistakes still can be found in the students' writing. In the language learning process, learner will face many problems and difficulties when they learn foreign language. The error is caused by the lack of learners' ability in using foreign language. Besides by making errors, learners will build their new knowledge to use the target language and making

errors during learning the second language can be considered as a means of building learners' abilities because they can learn something from making errors.

Grammar is an essential aspect that should be mastered in order to make a well-structured writing, but writing in a different language is not always as easy as writing in our language since there are some different rules in the writing system and these differences sometimes make them make errors. Mastering English is getting more and more essential today. It should be mastered in order to be literate, but Indonesian students commonly have little enthusiasm for their writing task. It is proved when every time they have a writing task they feel difficult to do the writing task in composing a good writing, so they should have a good foundation for their writing skill grammatically when they before entering university especially in English department.

The importance of grammar is also strengthened by Mr. Kalend O. He states "having a good grammar system of a language, learners will be helpful in delivering their ideas, messages and feelings either to the listeners or readers, language without grammar would be disorganized and causes some communicative problems, for example we can not say something in a passive sentence using English if we do not know the grammar concept of passive voice".

Tense is a grammatical category that shows a situation in time that indicates when the situation takes place. Since, in Indonesian there is no tense, the writer considers that in English a tense indicates a situation in time, past, present and future. Other languages may have no tenses, but of course they can still talk about time using different methods. Indonesian learners learn it easily than English, because it is not complicated. On the other hand, tense in the English is very complicated and difficult to learn, even for learners who are native speaker. Hornby (1989: 1324) assumes that tense is any of the

forms of a verb that may be used to indicate the time of the action or state express by the verb. Mastering tenses is very important because if we do not use appropriate tenses, it can make misunderstanding especially in written language. Unfortunately, students are often confused with English tenses, even for the university students.

In university, students are often use the way of thinking and concept from their native language to express their ideas in English. The difficulties faced by students in writing cause students make errors. Dulay states “an error is a noticeable deviation from the adult grammar of a native speaker” (in Brown, 1994:205) . It means that learners make errors because they lack of knowledge of the rule of target language. Errors is often considered as students’ mistake in learning a language because the comprehension of that rules related to the student’s ability. According to Spillner (1991 :1) , errors produced in the process of foreign language acquisition are thought to be caused by more or less unconcious transfer of mother tongue structures to system of the target language. So, it is natural that errors found in students writing.

And error analysis is advantageous for both students and teachers. For students error analysis is needed to show them what aspect in grammar which is difficult for them, to show the errors made the students, to know the errors source and how the students can learn from doing errors in order to prevent make the errors repeatedly. And for teachers, it is required to evaluate themselves in teaching learning process, whether they are successfull or not. Therefore, the teacher must work hard to find the appropriate ways to teach English, especially in writing.

Since English Education students are prepared to be English teachers, they should have a good competence in all language skills in order to be a good Eblish teacher. It is impossible to teach effectively if their English ability is poor. They will teach writing

effectively if they master writing and other language skills. In attempting to master aspect of writing skills, it is necessary to analyze errors in written text find out how much their acquisition are obtained in teaching process.

Considering writing skills are important for teacher to be, the writer tried to investigate possible linguistic problems by analyzing the errors of the students of Writing 1 at English department. By seeing students' error, the writer tries to collect the information about the students' errors in writing. Further analysis is needed in order to know in which language aspects they make errors and their frequency.

In learning English, most of Indonesia students made errors in grammar because English grammar has some quite complex patterns. Therefore, the researcher conducts an analysis of the composition error that written by students of English department of Muhammadiyah University of Surakarta especially of the first semester. In this study, the writer chosen the errors in recount composition. Recount is one of the genre texts, which is taught at the first semester of English department in university.

Based on the result of the student's test in recount text, the writer found out many errors in their compositions. It has been chosen by the writer as the topic of her researcher because a lot of compositions have errors. The examples of error in compositions;

(1) *I'm* very confused because the method of learning was different with in the Senior High School.

(2) Two years ago, in Saturday evening I *was go* home after school and police *of meeting*.

(3) So that I could *spoke* English well and listened about listening class.

(4) Then I *change* my schedule but that *maked* me have more *class*.

In the first sentence, the researcher finds three types of error. The first is to be “am” is used for the present tense. In the past sentence we should use to be “was” for subject I, he, she and it, and to be “were” for subject you, we and they. The subject of this sentence is I, so it should use to be “was”. The second is addition of preposition ‘with’, and the last is addition of article ‘the’.

The second form is wrong. The students should pay attention on the time signal of this sentence, that is *two years ago*. In this sentence, the researcher finds three cases. The first, ‘in Saturday’, the error is caused by using of preposition ‘in’. It should be replaced ‘on’ to express the time. The second is the verb ‘go’ which in the past, the verb should be verb2, and there is to be ‘was’ before verb, so it should be replace ‘went’ and the deletion of to be ‘was’. The last is word choice. The sentence ‘police of meeting’ isn’t appropriate in constructing a good sentence based on this context. May be the student want to translate it ‘bertemu dengan polisi’ it means that ‘razia dijalan yang di lakukan oleh polisi’ in Indonesian. So, it should be replaced ‘raid by police’. This sentence is found three types of error. They are misuse of preposition, substituting V1 instead V2, and the last is word choice.

In the third sentence is error because the student thinks it is the same when they product of the other sentence. The student is still confused of using modal or auxiliary. The modal *could* has indicated past tense, so, the verb should be verb₁, because the auxiliary or modal is always followed by verb ₁. In this sentence the verb *spoke* is verb ₂, whereas the modal “could” has indicated past tense, so it shows double mark. Therefore, the sentence “So that I *could spoke* English well and listened about listening class” and it should be written “So that I *could speak* English well and listened about listening class”.

This sentence is found the type of error is called overgeneralization of ignorance of rule restriction substituting V1 instead V2.

There are many errors in the last sentence. The first form is the word “change” simple present tense, should be written in the past tense. The word “change” is verb₁ should be written “changed” into the verb₂, by adding –ed in the end of the word because it includes the regular verb. So, this sentence is found the type of error called substituting verb₁ instead of verb₂. And the second error is the word “*maked*”. The researcher thinks that the student wanted to show the verb₂ by added –ed in the end of word. The student still confused or forget that there is regular and irregular verb form. Irregular verbs are more complicated, so it causes many difficulties for students. Thus, the word “*maked*” should be written “*made*” in the verb₂ because it is irregular verb. The last error is omission of morpheme {-s} as plural marker. The word ‘more class’ should be replaced ‘more classes’ because in this sentence the word ‘more’ modifier a noun ‘class’ so its function as a plural marker. Based on the wrong analyzing examples above, we can correct the sentences should be:

- (1) I *was* very confused because the method of learning was different in Senior High School.
- (2) Two years ago, *on* Saturday evening I *went* home after school and *raid by police*.
- (3) So that I *could speak* English well and listened about listening class.
- (4) Then I *changed* my schedule but that *made* me have more *classes*.

Based on the background above the researcher tries to find the student’s problems by coming out a kind of written text or genre. It is a writing assessment when they did their semester test. In this study, the researcher chooses the recount text written by the

first grade of English department students. The researcher with her limited ability tries to analyze the errors found in composition and look for the correct form based the English rules. And the title of the research is INTERLANGUAGE ERRORS FOUND IN RECOUNT TEXT MADE BY THE FIRST SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF UNIVERSITY MUHAMMADYAH OF SURAKARTA IN ACADEMIC 2011/2012 YEAR.

B. Limitation of the Research

It is very important for the reseacher to make a scope and limitation of the problem of research. The limitation of this research is first semester students at English Department of University Muhammadiyah of Surakarta. There were 40 students taken as sample. Here, the reseacher only take 40 students compositions because one class only consists of 40 students. The researcher was helped by English lecturer gave a certain topic to make a composition in recouunt text. The scope of this research is types of grammatical errors and sources of errors.

C. Research Problem

Based on the background of the study above, the writer raises six questions as follows:

1. What are types of lexical error found in recount text made by the first semester English department students of University Muhammadiyah of Surakarta?
2. What are the syntactical errors do the students?
3. What are the discourse errors?
4. What are the frequencies of its type of errors?

5. What is the dominant of error?
6. What are the sources of errors made by the students in recount text?

D. Objectives of the Study

The object of the study is focused on the sentences collection that contain of errors. This is made by the students; the form of the text is in recount text. The results of the research are expected to be contributable to:

1. To illustrate the morphological errors in writing recount text made by the students.
2. To investigate the syntactical errors in writing recount text made by the students.
3. To describe the discourse errors made by the students in writing recount text.
4. To reveal the errors' frequency of each type.
5. To show the dominant error.
6. To explain the source of errors.

E. Subject of the Study

The subjects of this research is chosen for this study are 80 students in the different class who are the English department of University Muhammdiyah of Surakarta, especially the first semester students academic year 2011/2012. The compositions are taken from their result of test semester when they are the first semester students. In this way, not only can we analyze and describe their errors, but also detect errors' frequency and the pedagogical implication.

In this research, the subject of the study is the students of English department of University Muhammdiyah of Surakarta, especially the first semester students academic 2011/2012 year. The writer is interested to choose this subject because the writer wants to know their ability in conducted the composition of in the past tense that is recount text.

F. Benefit of the Study

The results of the study are in the forms of description of the errors made by the first grade students. The results of the research are expected to be contributable to:

1. Theoretical Benefits

Theoretically, this study is expected to give a worthy contribution to the field on interlanguage errors.

2. Practical benefit

Practically, this study can offer information for teachers, students and researchers in interlanguage error.

- a. To the Teachers

The result of this study is intended to become an input for them dealing with the importance of giving more exercises about writing and improving their teaching technique in teaching writing particularly as a foreign language.

- b. To the Students

The writer hopes the students are able to improve their writing skill and to avoid in making error in writing and by giving valuable input about errors they encounter and how to overcome them.

c. To researchers

They can use the finding of the research as useful reference for related researches and this thesis may help other researchers to do the same related researches in deeper, further and better techniques.

G. Research Paper Organization

To arrange this research, the writer divides this research, the writer divides this research resume into five chapters. The organizational research outline is as the following below:

Chapter 1 is introduction that consists of the background of the study, limitation of the study, research problem, objectives of the study, benefits of the study, , and the research paper organization.

Chapter II is Review of Related Literary Theory that consists of previous of study, Current Study, Description and Definition of Interlanguage, , Analysis of Interlanguage as a system, Approach to the Description of Interlanguage, Characteristics of Interlanguage, Notion of Error analysis, , Classification of error, Sources of error, Pedagogical goal of Error Analysis, Definition of Grammatical, Definition of Writing, Error Analysis, Notion of Text, Type of Text, Notion of Recount Text, The example of Recount Text.

Chapter III is research methodology, which presents to types of research, subject and object of the research, data and data sources, method of collecting data, and technique of analyzing data.

Chapter IV is about research finding and discussion. It elaborates the findings and discusses the data based on the theory of interlanguage errors.

Chapter V is conclusion, suggestion and Pedagogical implication that draws of conclusion, suggestion for the English learners, English teacher and the further research.